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3. INTERMEDIATE INTELLIGENCE COURSE BRIEF

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Office of Training  
Intelligence Training Division

INTERMEDIATE INTELLIGENCE COURSE FOR SCIENTIFIC ANALYSIS

1 June to 26 June 1953

DAILY SCHEDULE

FIRST WEEK

Monday, 1 June

|         |           |   |
|---------|-----------|---|
|         | 0830-0900 | Reporting and General Orientation.  |
| 25X1A9a | 0900-0920 | THE ALMS AND OBJECTIVES OF INTERMEDIATE INTELLIGENCE TRAINING<br>[REDACTED] |
|         | 0930-1130 | THE DEVELOPMENT OF AN INTELLIGENCE PERSPECTIVE<br>[REDACTED]                |
| 25X1A9a | 1300-1700 | Case Work Projects - Preliminary Exploration of Source Materials.           |

Tuesday, 2 June

0830-1700 Case Work Projects.

Wednesday, 3 June

0830-1700 Case Work Projects.

Thursday, 4 June

|         |           |  |
|---------|-----------|--|
| 25X1A9a | 0900-1130 | THE SUBSTANTIVE COMPONENTS OF INTELLIGENCE KNOWLEDGE<br>[REDACTED] |
|         | 1300-1700 | Case Work Projects.  |

Friday, 5 June

|         |           |   |
|---------|-----------|---|
| 25X1A9a | 0900-1130 | THE SCIENTIFIC AND TECHNOLOGICAL REQUIREMENTS OF NATIONAL<br>INTELLIGENCE<br>[REDACTED] |
|         | 1300-1700 | Case Work Projects.   |

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DAILY SCHEDULE (Cont.)

SECOND WEEK

Monday, 8 June

25X1A9a 0900-1130 INTELLIGENCE AS ACTIVITY: THE CYCLE  
[REDACTED]  
1300-1700 Case Work Projects.

Tuesday, 9 June

0830-1700 Case Work Projects.

Wednesday, 10 June

25X1A9a 0900-1130 LOGIC AND METHOD IN THE PRODUCTION OF SCIENTIFIC INTELLIGENCE  
[REDACTED]  
1330-1600 Seminar on problems and methods in scientific investigation and research.

Thursday, 11 June

0830-1700 Case Work Projects.

Friday, 12 June

0830-1700 Case Work Projects.

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DAILY SCHEDULE (Cont.)

THIRD WEEK

Monday, 15 June

0900-1130 USSR: GOVERNMENT AND PARTY STRUCTURE

25X1A9a

1330-1600 Seminar on Communist ideologies and practices.

Tuesday, 16 June

0830-1700 Case Work Projects.

Wednesday, 17 June

0830-1700 Case Work Projects.

Thursday, 18 June

0900-1200 USSR: INDUSTRIAL PRODUCTION

Raw Materials: Dr.

Production Methods:

Distribution: Dr.

25X1A9a

1330-1600 Seminar on problems in the assessment of Soviet industry.

Friday, 19 June

0830-1700 Case Work Projects.

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DAILY SCHEDULE (Cont.)

FOURTH WEEK

Monday, 22 June

0900-1130 TECHNIQUES OF INTELLIGENCE WRITING

25X1A9a

1330-1600 Seminar on the presentation of written intelligence.

Tuesday, 23 June

0900-1000 METHODS AND TECHNIQUES IN ORAL BRIEFING

25X1A9a

1020-1130 THE EFFECTIVE USE OF GRAPHIC AIDS  
Representatives of Training Aids Branch, OTR

1300-1700 Case Work Projects.

Wednesday, 24 June

0900-0950 USSR: SCIENTIFIC AND TECHNICAL CAPABILITIES

25X1A9a

1000-1050 USSR: SCIENTIFIC EDUCATION AND TECHNICAL TRAINING

25X1A9a

1100-1150 USSR: SCIENTIFIC RESEARCH

25X1A9a

1330-1600 Seminar on Soviet scientific and technical capabilities.

Thursday, 25 June

0830-1700 Case Work Projects.

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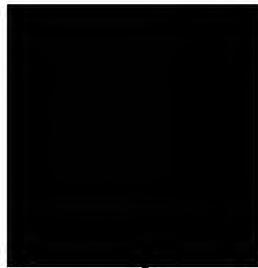
DAILY SCHEDULE (Cont.)

FOURTH WEEK (Cont.)

Friday, 26 June

0900-1500 Oral Briefings on Case Work Projects.

0900-0920  
0930-0950  
1000-1020  
1100-1120  
1130-1150  
1330-1350  
1400-1420  
1430-1450



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1500-1600 Assessment and Summary

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Security InformationA NEW TRAINING MEDIUM: THE INTERMEDIATE INTELLIGENCE COURSEThe First Experiment

In response to a request from SAD/OSI, the Intelligence Training Division of OTR conducted in June, an Intermediate Intelligence course of four weeks duration for a selected group of OSI analysts. Curriculum content was designed to realize the following objectives: (1) To broaden perspective and understanding of the intelligence function by a review of the basic principles in the light of the missions of the various agencies of the national intelligence community; (2) To examine the current capabilities of the USSR in science and technology; (3) To provide seminar discussions on subjects of interest and concern to scientific analysts; (4) To develop skills in exploitation of source material, and the written and oral presentation of results, by assignment of a special research project to each student which would be of value to OSI, either as an exploratory study or ultimately as a monograph for future publication.

The coordinators of the course were [REDACTED]  
25X1A9a Classes were held in Alcott Hall.

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Results

The experiment proved highly successful. The students, four men and three women, were in grades GS-7 and 9, with one to two years of experience in the Agency. None had ever received formal training in intelligence. The small size of the group permitted an informality of presentation and discussion which was mutually stimulating to lecturers and audience. Student response was most enthusiastic, and all felt that the time had been well spent. The course culminated in oral briefings by individual students on the progress of their research.

Appraisal and Recommendations

In-service training of seminar nature can be adapted to the specific needs of every DD/I office of the Agency. It is, of course, not designed for newcomers to the profession, but it can give new meaning to the work of the experienced intelligence officer by filling in gaps in his knowledge of particular areas, by showing how his work contributes to the national effort, and by affording an opportunity to meet the best-informed persons in the Agency in an informal classroom atmosphere. The occasional appearance of an expert from outside the Agency can be an added attraction. For example, Dr. M. H. Trytten, Director of the Office of Scientific Personnel, National Research Council, discussed the scientific capabilities of the U.S.A. with the OSI group.

If research projects are desirable, they should follow an initial two weeks of seminar discussions, and the course should end with oral presentation of the results. When instruction and research proceed concurrently, the continuity of both tends to become disrupted.

In order to achieve desirable student-teacher relationships, it is essential that the size of the student group be kept to a maximum of twelve. Homogeneity of experience and interest will allow more concentration on particular spheres of study, but valuable interchange of experience and ideas would also be attained if classes were composed of representatives of different DD/I offices.

The advantages of intermediate intelligence courses as training media, thus appear to be:

1. Adaptability of curricula to both general and specific needs.
2. The presentation of subject matter by highly qualified scholars and technicians in an informal atmosphere which encourages student participation.
3. The broader perspective, intellectual stimulus, and refreshment given intelligence officers engaged in specialized activities.
4. The two-weeks duration which will not unduly disrupt work assignment

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